

Calendar Connections

Reporting Category Measurement

Topic Calendar language

Materials

- Large wall calendar
- Song that contains the names of the months (see Internet)
- Laminated sentence strips that read as follows:
 - Today is _____.
 - Yesterday was _____.
 - Tomorrow will be _____.
 - Last week we _____.
 - Next week we will _____."

Vocabulary

calendar, day, month, season, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, April, May, June, July, August, September, October, November, December, today, yesterday, next week, last week, this week

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Assemble students in front of the large wall calendar. Begin asking questions, using the calendar as a reference. For example, ask, "What is the name of this month? How do you spell it? How many months are there in a year? Let's name them." (Point to each month's name as you say it.) "What month came before September? What month will come after September?" Sing a song that contains the names of the months.
2. Continue by saying, "Look at our calendar. Who can tell me what today is? How do you know?" Go to the sentence strip that says, "Today is ____.", and have students help you spell the name of the day. Continue, "If today is (Monday, for example), what was yesterday?" When students respond, "Sunday," have them help you spell Sunday as you record it on the sentence strip. Follow the same procedure to record what day tomorrow will be.
3. As you point to the previous week on the calendar, ask the class to think of something special that happened in school last week (e.g., celebrated a birthday, lost a tooth, took a field trip). Record this statement on the sentence strip: "Last week we ____." Pointing to next week, ask whether anyone knows something special that might be happening next week. Record this on the sentence strip: "Next week we will ____."
4. Have students read with you all the sentences written on the sentence strips.

5. Have a calendar helper lead the class in counting the number of days so far this month. Students may count days one at a time or skip count by twos.

Assessment

- **Questions**
 - “How many more days do we have until the end of the month? How do you know?”
 - “What was the date on Wednesday of last week? What will the date on next Thursday be? Can you show me, using the calendar?”
- **Journal/Writing Prompts**
 - “Write about something that happened to you last week, for example, a trip to the store, a game you went to, or somewhere you went with a friend or your family.”
 - “Write today’s date at the top of a page in your journal. Using the calendar, write the day and date it will be 10 days from today. Explain how you figured this out.”
- **Other**
 - Provide copies of a blank calendar for students to put in their math journals and complete individually for the current month. Each day, have students fill in the date. Have the class complete a posted laminated sentence strip that reads, “Today is (day of the week), (month) (date).”
 - Have students arrange numeral cards, 1–30, in order on a large calendar. To support counting backward from 30, have them remove the 30th card, then the 29th card, etc., while orally counting aloud.
 - Provide bags with laminated cards showing the days of the week and months of the year, and have students arrange them in correct order. These cards can be self-checking by having numbers printed on the back.

Extensions and Connections (for all students)

- Have students create a Classroom Birthday Book containing 12 pages with the calendars of the months. All students’ birthdays will be identified on the calendars, and all students who have a birthday during a particular month will be responsible for adding illustrations and decorations on that page. (Be sure to work in the months that school is not in session.)
- Have student’s make and keep a simple journal for one month. Each day, have them date their journal entries and record at least one event that happens that day. Frequently, have students go back and tell you what happened on a given day.

Strategies for Differentiation

- Provide individual calendars for students’ reference if they are not yet able to create their own calendars.
- Use visual and auditory cues to help students remember the days of the week or months of the year. (Singing songs is excellent support for some students.)
- Give students necklaces naming the days of the week or months of the year, and challenge them to arrange themselves in order.